West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

STEGE ELEMENTARY

Board Approval Date:	December 5, 2018
Contact Person:	Nicole Ruiz
Principal:	Nicole Ruiz
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BOARD OF EDUCATION

2018 - 2019

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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

Instructional Leadership Team, Parent Coffee Club, Teacher Collaborative

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: May 2, 2018

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Nicole Ruiz		
Typed name of school principal	Signature of school principal	Date
Tyra Roberson		
Typed name of SSC Chair	Signature of SSC Chair	Date

Elementary School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Alicia Jackson			November 2019	
Parent #2	Armiel Flores			November 2019	
Parent #3	Tyra Roberson			June 2018	X
Parent #4	Kenia Gonzales			November 2019	
Parent #5	Fernanda Hernandez			November 2019	
School/Other Members					
Teacher #1	Yasaman Afsharnive				
Teacher #2	Lizeth Franco				
Teacher #3	Jonie De Leon				
Other	Anabel Barron				
Principal	Nicole Ruiz				

<u>Membership Composition:</u>

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

		Choose one task management option for each step		
Task		**SSC Actively Involved in Task**	**or**	**Task Delegated to**
Step 1	**Analyze local assessment data**	Process: ILT will review data and share analysis and data results with SSC. SSC will the discuss and analyze school needs.	or	Process:
Step 2	**Gather input from**	Process: SSC will gather data from ILT, School Climate Team, and School administration to inform decision making.	or	Process:
Step 3	**SPSA strategies development**	Process: ILT and SSC will review SPSA progress and school data to suggest and adjust SPSA strategies development.	or	Process
Step 4	**Budget development**	Process: Budget will be allocated based upon school needs. SSC will review and suggest recommendations for discussion and approval. Budget and expecditures will be reviewed at each SSC meeting.	or	Process:
Step 5	**Finalize and submit SPSA for School Board Approval**	Date:		
Step 6	**SPSA monitoring**	Process:	or	Process: ILT will complete monitoring documents based upon SPSA implementation. Progress monitoring will be reviewed by SSC.

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS	**Goal 1: Improve Student Achievement** **Goal 2: Improve Instructional Practice** **Goal 3: Increase Parent and Community Engagement and Involvement** **Goal 4: Improve Student Engagement and School Climate Outcomes** **Goal 5: Provide Basic Services to All Students**
	Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:
Priority 1 Basic Services	Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.
Priority 2 Implementation of State Standards	Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.
Priority 3 Parent Involvement	Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.
Priority 4 Pupil Achievement	Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.
Priority 5 Pupil Engagement	Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.
Priority 6 School Climate	Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.
Priority 7 Course Access	Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.
Priority 8 Other Pupil Outcomes	Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students. Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

2018-19 Roadmap Goals:
Nine Key Strategies

Achieving Students

2017-18 LCAP Goals 1 & 5

1. Effective Leaders
Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers
Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences
Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

Invested Employees

2017-18 LCAP Goal 2

4. Competitive Compensation
Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions
Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity
Support staff in their growth and development through quality professional learning based on individual needs.

Engaged Communities

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools
Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates
Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services
Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Stege Theory of Action

2018-19 Stege School Theory of Action

Achieving Students: If we Improve the learning experiences (a safe environment that promotes risk-taking) for all students while increasing the creative use of technology...	We will see improved academic results and students will demonstrate an increased ownership of the learning process.
Invested Employees: If we create PLCs and GLCs to promote targeted professional growth and offer on-site PD/trainings for growth in instructional planning and delivery...	We will have a staff that is better able to deliver differentiated instruction, while supporting students at higher levels.
Engaged Communities: If we have shared expectations and consistent activities to support positive climate and morale amongst students, parents, and staff...	We will have a Stege Community which supports all stakeholders better in a positive way.

Data Analysis

	Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction
Academic Data			
Choose 3	STAR Early Literacy	Area of concern	33% of kindergarten and first grade students are performing at grade level or above on the Star Early Literacy Test. 45% of students need intervention in Early reading skills.
	STAR Reading	Area of concern	13% of students in grades 2-6 are performing at grade level or above on the Star Reading Test. 66% of students need intervention in in the rea of reading.
	Benchmarks: STAR Math	Area of concern	29% of students in grades 2-6 are performing at grade level or above on the Star Math Test. 55% of students need intervention in in the rea of math.
	Benchmarks:	N/A	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other:	N/A	
	Other:	N/A	
Student Support Data			
Choose 2	Attendance	Area of concern	We are working to meet the district standard of 95% schoolwide attendance
	Suspension	Area of concern	Student behaviors are not changing with suspension
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals						LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?		6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	15% of TK-1st grade students measure at or above 85th percentile composite score as measured by FastBridge. 15%of students in grades 2-6 have an IRL at or above grade level.	By June 2019 85% of students in grades TK-6 will measure at or above the 85th percentile as measured by FastBriddge (TK-1) and STAR reading assessments (2-6)	Students in grades TK-6	FastBridge Assessments/STAR Reading		Goal 1: Improve student academic achievement	grow 10 points on the SBAC towards level 3
Actions to Support Goal: (one action per line)					**By When:**	**Title I Cost**	**LCFF Cost**
1	Provide professional development for teaching staff in phonics instruction and reading strategies.				September 14, 2018	1250	
2	Implement a school wide Universal Reading Time, Lexia Intervention, and AR Program.				September 14, 2018		
3	Esablish intervention program for reading support: Lexia, classroom intervention (BAYAC Grad Tutor and IA) and Learning Center Support.				October 1, 2018		29419
4	Monitor FastBridge and STAR in 6-8 week cycles.				Nov 13 - May 18		
5	Pay for contract for contract for tutoring				May 1, 2018		10000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				May 1, 2018	1250	
7	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, flexible seating for students and books.				May 1, 2018	2000	10000
					TOTAL	**4500**	**49419**

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals						LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?		6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	As of September 2018, the percentage of students who scored at grade level and above is 30.	By June 2019 80% of students in grades 1-6 will at least 1 years' growth on MATH STAR.	Students in grades 1-6	STAR Math Assessment		Goal 1: Improve Student Achievement	grow 15 points towards SBAC level 3
Actions to Support Goal: (one action per line)					**By When:**	**Title I Cost**	**LCFF Cost**
1	Provide Training in My Math Curriculum.				September 26, 2018		
2	Implement intervention support with DReambox Math and classroom support (BAYAC Grad Tutor and IA)				October 15, 2018		
3	Progress Monitor using My Math and STAR Math Assessment, every 6-8 weeks.				Nov 13 - May 18		
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				May 1, 2018	2086	5000
5	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				May 1, 2018	2500	1000
6	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				May 1, 2018	2500	1000
7							
					TOTAL	**7086**	**7000**

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Development (ELD

2018-2019 Single Plan for Student Achievement (SPSA) Goals						LCAP Alignment	
1. Content Area		2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD		EL students in grades 3-6 are performing below grade level in reading. 83% of these students score below the 25th prcentile on the STAR reading assessment.	By June 2019, 40% of EL students will perform higher than the 25th percentile.	EL Students in Grades 3-6	Accelerated Reader Data for Renaissance Learning	Goal 1: Improve Student Achievement	Grow 10 points on SBAC closer to Level 3
Actions to Support Goal: (one action per line)					**By When:**	**Title I Cost**	**LCFF Cost**
1	Train classoom teachers and classroom support staff on effective implementation and monitoring of the Accelerated Reader Program.				September 17, 2018		
2	Create an incentive program for AR participation				October 1, 2018		
3	Chart and monitor student progress whole school, and in class				October 8, 2018		
4	Implement reading support programs to increase student reading practice, for example Reading Roundtable, Homework Reading Logs, Reading Breakfast Club, etc				November 5, 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				May 1, 2019	1000	2000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				May 1, 2019	500	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				May 1, 2019	500	
					TOTAL	**2000**	**2000**

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals						LCAP Alignment	
1. Content Area		2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American		Afirican American students in grades 3-6 are performing below grade level in reading. 73% of these students are currently 1-2 grade levels behind (IRL) the STAR reading assessment.	By June 2019 80% of African American Students in grades 3-6 will demonstrate 1+years of reading growth (IRL) as demonstrated by STAR reading	African American Students in Grades 3-6	Accelerated Reader Data for Renaissance Learning	Goal 1: Improve Student Achievement	Grow 15 on SBAC
Actions to Support Goal: (one action per line)					**By When:**	**Title I Cost**	**LCFF Cost**
1	Train classoom teachers and classroom support staff on effective implementation and monitoring of the Accelerated Reader Program.				September 17, 2018		
2	Create an incentive program for AR participation				October 1, 2018		
3	Chart and monitor student progress whole school, and in class				October 8, 2018		
4	Implement reading support programs to increase student reading practice, for example Reading Roundtable, Homework Reading Logs, Reading Breakfast Club, etc				November 5, 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.				May 1, 2019	1000	500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				May 1, 2019	1000	559
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				May 1, 2019	1000	
					TOTAL	**3000**	**1059**

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Special Education and Inclusive Environments

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Special Education and Inclusive Environments	New goal - 0% of Special Education students were progress monitored three times per year, according to iep data.	By May 2019, 90% of Special Education students will be progress monitored, at least, every six weeks	All RSP students grades 1-6.	Assessments will be selected based upon student goals, including STAR Reading and Math, San Diego Quick Assessments, Teacher made assessments, and other assessments, as prescribed by IEP goals.	Goal 1:	Grow 1o points on SBAC

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Case Manager and General Education Teachers will review the IEP at a glance, for each students, and discuss individual student needs and goals.	September 12, 2018		
2	Case Manager will create an assessment schedule for each student	September 19, 2018		
3	Assessment data to be reviewed, and/or made available, to each General Education teacher after each six week cycle	May 22, 2019		
4	Progress monitoring assessment data to be shared at each student iep meeting	May 22, 2019		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.	May 1, 2019	1000	1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.	May 1, 2019	1000	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.	May 1, 2019	1000	
		TOTAL	**3000**	**1000**

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Social/Emotional Support for Students	On average, 5% of students are referred to the office (ODR) daily for behavior support.	By June 2019 average daily ODR (Office Discipline Referral) will decrease at least 3 percentage points.	Students in Tier 3 (Intensive category) of Discipline Matrix	Analysis of ODR submitted, collected via Google Forms		

Insert your Discipline Matrix Link here [ ]

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Provide professional development training in PBIS, Stege STAR Matrix and conferences	September 5, 2018	1000	
2	Implementation of Calm Down Zone in each classroom.	September 19,2018		
3	Purchase materials and supplies for calm down zones.	May 1, 2019		2452
4	Staff Collaboration, CARE Team, and SST Meetings to discuss ongoing support for SEL	May 1, 2019		
5	Purchase materials and supplies for PD	On going	391	1500
6	Pay for contracts for students.	On going	26500	
7	Pay for study trips.	On going	10000	
		TOTAL	**37891**	**3952**

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals						LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?		6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	As of June 2018, 50% of parents participated in at least one parent event.	By May 2019, 80% of parents will participate in at least one parent event.	Students in Grades K-6	Teacher Homework charts, Family Feedback/Signatures			
	Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Homework Program to be established in each classroom and communicated with parents. Pay teachers extra hours for parent events.				September 3, 2018	800	
2	Methods of communication to be introduced and set up, including parent homework verification system. Pay for contract for parents.				September 13, 2018		3000
3	Collect homework data for Trimester 1, award students and families for excellence, ie: ice cream social after school. Raffle prizes for outstanding homework rates				November 14, 2018	581	500
4	Revisit classroom norms and communication around homework practices.				November 21, 2018		
5	Collect homework data for Trimester 2, award students and families for excellence, ie: movie night. Raffle prizes for outstanding homework rates				March 6, 2019		500
6	Revisit classroom norms and communication around homework practices.				March 13, 2019		
7	Collect homework data for Trimester 3, award students and families for excellence, ie: Family Field Day. Raffle prizes for outstanding homework rates				May 22, 2019		500
					TOTAL	**1381**	**4500**

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	68930	0
Title I	58858	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	68930
Title I	58858

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).

Professional Development: Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.

Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.

Schoolwide Plans and Homeless Children and Youth: In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

- Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
- Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
- Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
- Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Centralized Services
(Title I Schools Only)

The following programs and activites are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.